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MAY 27 1931

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 21

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Our Second Guest Number

GEORGE PEABODY College for Teachers, and its predecessors, have been the leaders of professional education in the South since Dr. William H. Payne became president of the University of Nashville in 1888.

Twenty years ago Dr. Bruce R. Payne, from the University of Virginia, reprofessionalized it as George Peabody College for Teachers, which has nigh professional rank nationally.

In these twenty years the South has made fabulous strides in modernizing public schools, and President Payne with his famous professional faculty has been the great leader.

Personally it is a matter of pride and joy to have this institution follow Harvard University as the Second Guest Number of the Journal of Education.

The arrangement was made by Anson W. Belding, associate editor, who did not know that my first Doctorate—Doctor of Letters—was received from the hands of President William H. Payne upon the occasion of my Commencement address, forty years ago.

Naturally I have followed the fame and fortune of the institution with unusual interest.

N. E. A. Presidency

IT HAS not seemed in good form for us to comment on the prevailing custom of a few persons to persistently criticise the policies of the National Education Association, but since these critics classify their criticisms and ask comments thereon it is the courteous thing to respect their request.

They make only two real issues: first, the winter meeting; second, the alternating of women presidents.

Their attempt to inject "prestige" is idiocy raised to the *nth* power, as the measure of prestige is predetermined.

Socially we are all divided by Conventionality, Individuality, and Personality.

Politically we are Democrats, Aristocrats, or Autocrats.

"Should the presidency of the National Education Association be discussed at the winter meeting of the National Education Association?

There is no winter meeting of the National

Education Association. Consequently nothing can be done where there is no place or opportunity to do it. It is as impossible as to make $0 \times 0 = 9$.

The National Education Association is purely a delegate organization. The delegates are chosen from and by organizations in the states. In no other way can the National Education Association be created.

The only meetings of the National Education Association are the delegate sessions which are held every summer. No one can nominate a "Charles W. Eliot" for the presidency of the National Education Association except a delegate chosen by a state organization. Such a delegate can only nominate in the delegate session at the summer meeting.

To try to nominate any one for the presidency of the National Education Association at any meeting anywhere would be like trying to sell something to some one who has no right to buy it.

Is there any justification in alternating the presidency between women and men?

The only answer to that question is the way it has worked since it has been in operation. There is no occasion for any defence of the policy until proof is offered that it has been injurious to the National Education Association. No such proof has been offered. There is a slurring reference to the methods of election of presidents because of the alternating policy. We make this statement that no president of the National Education Association has been elected since 1924 as the result of cheapened political methods.

Since the insinuation is that the women have cheapened the methods, we challenge anybody to prove that any woman since 1924 has been elected to the presidency by a "long-drawn-out political, pre-convention campaign."

A Crazy Advertisement

ISN'T THERE a saying somewhere that "Whom the gods would destroy, they first make mad"?

The gods, or the other fellow, must have made the anti-women fellows mad or they would never have coined the following crazy advertisement:—

"If there is a Charles W. Eliot in American education today, let us call him to the presidency of this great association."

No man could be enough of a fool to appear at Los Angeles as a psychic-medium candidate against Florence Hale.

State Education Service

EVERY time an educational institution renders definite measurable service to the people it helps all phases of education.

Education must be marketable, and must be marketed. North Dakota Agricultural College is a notable example of eminent success. The Graduate School prepares farm managers whose records of service to farm tenants and to farm owners who lease farms have been so successful through the Farm Managers Association that Dean Cap E. Miller carries its message to other states. For instance, he recently went to the State University of Illinois to the State Agricultural annual meeting, and by concentrating his addresses upon a few notable achievements rendered a service quite unusual. It was a demonstration of marketing specific education service which should be widely utilized.

Newark's Personality

THERE are few cities whose personality has greater significance than Newark's. There are not twenty cities in the United States with as large a population as has Newark. Only one in New England, two in New York State, two on the Pacific Coast, one in Missouri, none in Texas, one in a Gulf state, none in Indiana, Iowa, Nebraska, Colorado, or other intermountain states. None west of St. Louis and Minneapolis, except Los Angeles and San Francisco.

In education Newark ranks as high, to say the least, as in population. There are 2,500 teachers in the public schools, and in scholarship, in professionalism, in literary production, in social leadership, and character, they have high rank among America's big cities.

The public library's service to the citizens is world famous. Its museums, also, are famous. Socially and civically Newark, as a place of residence, has kept pace with its increase in population and business importance.

The Life-Saving Radio

SEVERAL school children froze to death in mid-April, but none suffered where there were radio sets in schoolhouses. Broadcasting liability of serious conditions saved many school children at a time of year that never before has known such unseasonable weather. Some states require telephones and radio sets in all school buildings as life-saving precaution.

Meiklejohn's Latest

DR. ALEXANDER MEIKLEJOHN is likely to hold the front page securely, for no one phrases the latest thought in progressive education as tactfully as does he. Here are sample sentences:—

"Education is standing still at the bottom. . . . Every member of society should be trained to a vocation regardless of wealth or social position. . . . Knowledge should be acquired for the love of learning alone, bringing it under the heading of play. . . . Teach knowing as a game for the joy of it."

Four Famous School Board Members

By ALBERT E. WINSHIP

JOHN A. BISHOP
ELLIOTT R. BARKER

DENIS A. McCARTHY
C. E. TURNER

ARLINGTON, Massachusetts, a residential Middlesex County town of 30,000 population, maintains a delightful social, civic, and educational personality, which is experiencing an important transition in its school board leadership just now.

John A. Bishop and Elliott R. Barker, who retire from the school board this year, have made exceptional records, and a public reception in their honor has been a civic and social event of the season.

Mr. Bishop has been on the Board of Education twenty-four years, which covers the years of modernized Arlington. He is a native of Arlington, a graduate of the high school, was elected to the school board before he was thirty years of age, and has served the public in various other capacities while being a dominant factor in public education. Few men in Greater Boston have had as extended or varied civic responsibility as has Mr. Bishop.

Elliott R. Barker, two years the senior of Mr. Bishop, came to Arlington the year Mr. Bishop was elected to the school board, and they have been closely related in their devotion to education in all the years. He is a graduate of the Massachusetts Institute of Technology, is the creator and president of one of New England's important chemical engineering corporations.

From various angles Mr. Barker takes high rank in business with emphasis upon the advancement of chemical science.

Messrs. Bishop and Barker have been identified with the making of modern Arlington as few men have been.

In anticipation of the voluntary retirement of Messrs. Bishop and Barker, Arlington had elected to the Board of Education Dr. Denis A. McCarthy and Professor C. E. Turner, who had become brilliantly identified with Arlington socially and civically. What J. T. Trowbridge was to Arlington for many years, Dr. McCarthy has become, and he takes a vital personal interest in public affairs as few residents of national distinction have done in the past.

Dr. McCarthy is vitally identified with two of Boston's prominent publishing houses, is active in several of Boston's socio-literary clubs, and is creating the new life of the New England of tomorrow as few literary men are doing.

His verses have an inspirational patriotic thrill of high distinction, and his platform messages have a flavor which captivate the rank and file of Americans of today.

Professor Turner of Massachusetts Institute of Technology is constructively devoted to public education, locally and nationally, in various ways. He is a leading authority in organizing scientific activities in the promotion of public health.

His publications on health promotion rank high scientifically, and have a vast sale because of their personality.

Rarely has any school board had in its membership a member comparable to Professor Turner in any special education functioning.

Education

By HARRIET PACKARD

Kent, Ohio

If I can grasp a truth anew—
  And comprehend it through and through—
In utter disregard of rules—
  (Except the rules we use for tools)

If Education means to me
  More power to know, and feel, and see—
And helps me recognize true worth—
  And understand both grief and mirth—

Then give me books and give me schools,
  And give me teachers with their rules—
But watch me—lest that Ph. D.
  Should make a narrow snob of me.

Belding's Page

While Legislatures Legislate

HOW it feels to a President of the United States to have Congress on his hands, can be appreciated by scores of educational authorities who have been having legislatures on their hands the past few months.

State superintendents and the heads of state colleges and universities are never quite happy until their legislative bodies have concluded their labors as these affect education.

We are committed, as a group of states having republican forms of government, to the double control of all public institutions. On the one hand are the experts who are engaged to administer those institutions. On the other hand, and holding a higher power, are the lawgiving and money-voting groups.

Professional experts are in the position of having to "sell" their ideas, programs and budgets to the non-experts who represent the citizens directly, and have been endowed with final determination of all major matters.

The lawmaking body may be swayed by political considerations. It is likely to have streaks of economy and of spending, according to whether the citizens are in a saving or a spending mood.

The schools cannot be wholly unaffected by business conditions or the popular psychology of the moment. The present year would not be the one in which to cut loose with ambitious educational projects costing vast sums of money. But proper gains already made in behalf of future citizens ought not to be lost. Every educational leader is warranted in trying his utmost to maintain all those standards that are important.

Education has been a long time winning the financial support to which it is entitled as a public enterprise. Even yet it has failed in many localities and states to obtain what is really neeeded.

Non-Compulsory Classics

IN ABANDONING the bachelor of philosophy degree, Yale is not driving another nail into the coffins of two so-called "dead languages," but is removing a traditional barrier which no longer has any justification, if it ever did have any.

Latin and Greek will continue to offer their substantial contributions to a liberal education. But, if they are to be rated the way their devotees wish them to be—namely as alive, not dead—they may well be made to stand upon their own feet. They should, in other words, be optional rather than required studies. There should not be even that implied compulsion or faculty preference which consists in reserving the arts degree for those who have labored over classic literature and grammar.

But perhaps the emancipation of secondary schools would be greater if the studies permitted in lieu of Latin and Greek were not alone other languages, but radically different matters. Modern languages as at present taught in a good many schools are surely no better equivalents for Greek and Latin than would be courses in physical and social sciences, for example.

Three-fourths of the work of the average high school senior who is getting ready for college today is likely to be spent on languages. The college preparatory pupils are kept in ignorance of many fields of knowledge which should be opened to them before they go to college. Large numbers of boys and girls each year emerge from college preparatory courses only to find that they are denied access to college. Yet they have been circumscribed by college requirements and must face the life of a workaday world without knowing as much of what it is all about as do their companions who enjoyed more latitude in their choice of studies.

Liberal in Fact

"A LIBERAL arts college finds it surprisingly hard to be liberal, sometimes," declared Chancellor Flint of Syracuse University at a dinner of Boston alumni. That the thing is not wholly impossible is attested by the fact that Dr. Flint himself has been able to persuade his liberal arts faculty to give credit toward the B. A. degree for work done in the fine arts college and other branches of the university.

And why not? Surely an education is not very liberal which refuses admittance to studies outside a prescribed curriculum. Such studies, pursued under another faculty, will, of course, be kept within reasonable limits. But the principle of granting permission for such extension of study into fields of special interest to the individual, is decidedly sound and thoroughly commendable.

If some colleges could know how many times they lose out in obtaining students of great promise because of narrow rigidity in the curriculum, steps might be taken toward a greater liberality.

Anson W. Belding

Associate Editor

Tradition Cramps the Curriculum

By C. E. HAGIE

Professor of History, Western State College of Colorado
Gunnison

That we are cramming pupils' minds with consecutive "courses" of uncorrelated subject matter, thereby wasting much time and failing to fit children for life, is the contention of this writer.

WE ARE living in an age when, as far as America is concerned, we are cutting corners to more economic methods and more commonsense application in all of the activities of social living; in economics, in religion, in political organization, in international relations. From the end of his school days to the end of his life the average American thinks in terms of innovations—anything that will shorten the distance to his goal. Travel at 250 miles per hour and radio are already accepted as commonplaces, and television on a universal scale is just around the next corner. We talk seriously of defying gravitation on a large scale so that we may establish relationships with other worlds. Science talks about breaking down matter into an electrical impulse and reconstructing it again. If a machine should be put on the market tomorrow that would create synthetic foods from an electric current by merely pressing a button we would take it for granted, and if someone should announce the discovery of a secret whereby beings could, by merely wishing, reduce the material of their bodies and clothing to an electrical impulse and travel through space at the speed of a radio message, and then reassemble the matter in its original form at the end of the journey we would undoubtedly receive the announcement with less incredulity than our grandfathers displayed over the steam engine or our fathers at the announcement of the incandescent lamp.

Because our Puritan ancestors founded a system of education in which they broke up the subject matter into "component" parts, or to put it more accurately, because they conceived first of reading as being the sum total of all educational materials necessary to be taught in a conventional type of school and later on concluded that writing and arithmetic were also desirable as accomplishments and added them as separate subject-matter units is no reason why we should conceive of education as a process of cramming children's minds with consecutive "courses" of uncorrelated subject matter. I have taught the elementary subjects and the high school subjects; I have done the work of the high school principal, and I have superintended schools; I have taught college classes in philosophy of education, principles of education, psychology of education, "investigations" in curriculum, and whatnot, and I have finally settled down to the teaching of history because it seems to be the only field in which one may correlate the educational materials of our civilization and have the opportunity to evaluate them as a whole.

Look over the matter contained in our public school curriculums. What part of it has a vital relationship to our civilization? Education will never be anything more or less than fitting the young to live, most completely, lives that will be filled with happiness for themselves and that will at the same time contribute to the welfare of their fellows and advance the interests of civilization. To what extent does the present curriculum fill these requirements? Or do we merely expect the school to keep the child out of mischief for eight or twelve or sixteen years while he is learning, mostly outside the conventional school, how to live in the environment of his generation? If the latter is the principal function, certainly we could devise a type of environment better suited to the purpose physically, intellectually and spiritually.

If it is our intention that the public school shall be the medium through which the child is fully prepared to fit his environment, then I raise the question why we do not emphasize principally those things which will help him to analyze and understand that environment, with all its shortcomings, and to direct his thinking along lines of social improvement. Even religion (reverence for a Creator and his laws) would probably come in for a major place in an ideal educational system.

What amount of time does the study of arithmetic consume over a period of how many years, and how much does the average man or woman use in the actual business of living? All that is necessary could probably be acquired in a month or two by a twelve-year-old child of average intelligence. How much of the time spent studying technical grammar is wasted in learning rules only to be forgotten or performing other stunts that are just as useless? How much matter is duplicated in various "subjects"? I shall not take the time to go through the whole curriculum and pick it to pieces, but the citations are suggestive of what might be said. The more we specialize, especially in the elementary and high school, the less correlation we have of relevant materials. Perspective

is the element required in true education, and it can be acquired only when there is a perfect correlation of all the pertinent factors that go to make up our civilization.

If I thought I had nothing better to suggest I should not waste my time criticising the present orthodox curriculum. To my mind, we should begin by re-evaluating the materials of our civilization from the standpoint of their use in building up a background of appreciation of twentieth century institutions and future requirements. This done, those materials should be correlated into a unified program of study. It is possible that a great deal of background of visual education and auditory education should even precede learning to read and write.

The spiritual aspirations of mankind, man's social, economic and political relationships, the story of his struggle to conquer his environment in the past, the intellectual and scientific bases of progress should all be woven into a single fascinating problem. Properly handled this would give a real significance to every bit of material that could justify its inclusion in the curriculum. Under such a program "tools" would be developed only as needed, and would have a significance never dreamed of before by boys and girls of school age.

I regret that I am not temperamentally qualified to work out the details of the plan I have proposed. If it has merit someone with more patience for details and more technique for curriculum building must interest himself in the enterprise.

The School a Community Centre

By K. C. WAGGONER
Owensboro, Kentucky

Emphasis in the Junior High School of Owensboro is put upon the providing of social outlets. Even the ratings of pupils are published in the school paper. The school has a "business district"— and the home room is a home.

THERE are many and various precepts in modern education, but none of these has received more sanction among thoughtful leaders than the belief that the school should be a real social environment to the pupil.

Under the guidance of its principal, Ross W. Rohn, the Owensboro Junior High School has been developed around the organizing principle of a balance between social community life and social work life. With the traditional plan, even in a departmentalized school, children pass from one subject-matter to another, and what social life they have is so hampered by excess teacher domination that it becomes an added boredom to be borne in stolid silence, or to be reacted to in rebellion.

In the Owensboro Junior High School the classroom, that traditional stronghold of dullness, has been converted, so far as is possible, into a social meeting place of give-and-take between pupils and teachers. The concept that children learn only through their own activities is given greater force by the feeling that the learning exercises of adolescent children should be given as many social outlets as possible. Such outlets have been provided through work on the weekly school paper; through plays growing out of classwork, stimulated by a special dramatic teacher; through chances to participate in the open grade forums and assembly programs; and through special honor recognition of deserving pupils.

Principal and teachers are constantly on the lookout for more of these outlets, with the belief that if pupils are stimulated by their environment to do better work, mere marks become negligible as an incentive to accomplishment. Thus the attempt is made to substitute a natural for a purely artificial reward.

The rating system in use is no longer a private matter between pupil and teacher. In the place of private report cards all ratings are published quarterly in the school paper. Pupils have the chance to compare their standings with those of all the other pupils in the school. This socialization of the rating system into a public forum of recognitions of merit or demerit, as the case may be, has been a source of inspiration to the children.

In a further effort to have every child realize his utmost possibilities, social as well as curricular, a three-track plan of class grouping is in effect, together with sex-segregation of pupils in practically all groups. The principal has recently extended the practice of sex-segregation to the home room.

The reader should not gain the impression that dull children are separated from the gifted ones in all aspects of our community life. Through the home-room organization the entire pupil personnel has been placed upon a leadership-followership basis. Through information secured in advance, the principal, with the teacher committees, carefully divides the incoming children from the elementary schools into the following groups, namely: the active leaders, the positive followers, the passive followers, the harmful abettors, and the aggressive disturbers. These are then distributed among the 7-B home rooms so that each home-room group has an equal numerical allot-

ment in each of the classifications above described.

The above classification is not dependent upon intelligence factors, but is made initially upon the personality traits of pupils. Under this plan all levels of intelligence are represented, equated throughout all home-room groups of a given grade from the lowest to the highest. It is expected that the active leaders and the positive followers will throw their influence over the remainder of the room in such a way as to secure the followership of the remaining pupils in all worthwhile projects. To this end the support of the leaders is carefully solicited by the teachers and the principal.

Each home room, on this leadership-followership basis, is a focal point in the life of the school. The home room furnishes the competitive, co-operative spirit in school tournaments; from each home room flows a series of pupil organized programs; each home room is the unit for the building of proper health habits. Home-room projects are largely pupil-initiated and pupil-controlled. The teacher is in the background, acting in an advisory capacity. Thus, the traditional function of the home room as an administrative unit receives a minimum emphasis, while to its social function is attached every importance. The effort is made to have every pupil recognize that his home room is his home in the school community life. It is every pupil's privilege to have a place in the school where he may be welcomed as a friend, and where he may engage in social activities with his friends.

Our school service organizations represent the second great force which will, we hope, socialize the school. Under the plan in effect here the whole school is a small copy of the town community. Thus, in the great hall widening out into a square in the central first floor, is located the "business district." Here we find the great thirty-foot bulletin board, the penny-counter, and school bookstore. Across the path is the lost-and-found bureau and store. The office, with its supply cases and files, occupies a corner, while the school bank and the cafeteria are just across the way. Around these marts of trade the masses of students throng and file, but not in confusion or disorder. A well-organized pupil traffic squad keeps the lines moving and passing to the right.

Whether the student's business happens to be with the bank, the penny-counter, the lost-and-found, the cafeteria, or the bookstore, he will find himself served, and well served, by pupil clerks, cashiers and checkers. Teacher sponsors of these organizations work side by side with the pupils and exercise only the oversight of skilled assistants.

Just as in the town, the residential section is a continuation of the business section, so in the Owensboro Junior High School. The classrooms and the home rooms surround the school mart, and here, too, we have patrol squads to keep the traffic between classes moving in an orderly way.

Whenever and wherever possible, pupil school service squads like the above are initiated. Pupils prove their fitness to serve by beginning in small positions, to be promoted only as they deserve the honor, and promotions of merit are largely determined by other organizations of pupil leaders known as grade councils.

Through the continuous functioning of home room, classes, assemblies, athletics, and school service, according to the plans before specified, our school has become a real social community, honored and loved by the pupils as such.

The Successful Teacher

By ALFRED OSMOND
Brigham Young University, Provo, Utah

By being all the best of men should be,
The teacher will become a kind of mould
That fashions forms of human destiny
From masses that are cynical and cold

He will become a source of inspiration—
A lighthouse on what seemed a shoreless sea
A foreman of the gospel of negation,
A bearer of the torch of liberty.

He loves the lights of higher education;
His lamps of love are always burning bright.
His mind becomes a highway of salvation
For all who have the inner sense of sight.

His Boyville will become a Sacred City;
The Temple of the Lord is builded there.
He has an overwhelming sense of pity
For meanness that is cruel and unfair.

The pulses of his life are always beating
In harmony with fevers of unrest.
He is unknown to those who are retreating
From battles that contended for the best.

He shrinks not from the duties of a calling
That magnifies the dignity of toil.
His houses are not buildings that are falling
Because they have been built on sandy soil.

They are the temples of the Lord's creations
That have been glorified with vital breath.
If they fall down the kingdoms and the nations
Will be baptized in universal death.

Education Guidance for Wage Earners

By JAMES FORD
Associate Professor of Social Ethics, Harvard University

A workingmen's school in Cambridge, Massachusetts, has changed to a clearing house of information for adults seeking educational opportunities.

A CENTURY ago, when our population was largely engaged in farming, no cities contained populations larger than that of a single ward in a modern metropolis. Community resources were relatively well known, leisure was rare and such instruction as was available was passed from parent to child or was acquired in the public schools. Libraries were few in number and their collections were small, and the book learning of the period was for most persons received through a relatively small number of standard works.

The industrial revolution in America began more than a generation after that of our mother-country, Great Britain, and with the development of power-driven machinery and the elaborate subdividing of the industrial process, cities grew with great rapidity, new social resources for training supplemented the original natural resources, and the home lost its ascendency as leading agent in instruction. Hours of labor were shortened and the use of leisure became a recognized problem. Opportunities for self-development increased many fold with provision for a corresponding increase in incentives for individualized training.

Until quite recently our social problems were viewed as fields for standardized service. It was characteristic of the eighteen-nineties and early nineteen hundreds that people should be treated in groups and categories, a minimum protection of service being supplied through social legislation. The literature of that period deals with children, the unemployed, and widows as if the members of these groups were identical in their needs and interests. The chief progress of the past generation in social service has been made in rediscovering the individual, in recognizing the uniqueness of his interests, and of his behavior pattern. We now know that no two human beings are alike, that each is gifted at birth with a combination or set of tendencies unlike those of each other person, and that the influence of environment, training and experience may accentuate or reduce the variations in individual make-up according to the degree of standardization involved in such environment, training and experience.

Richness and fullness of life, as well as the intensity and quality of experience depend very largely upon the discovery of the individual and his most central interests and aptitudes. A beginning is being made in this process by our Family Welfare Societies, from detailed social diagnosis and case work. It has begun also in our colleges through the tutorial system, and in institutions for vocational analysis, in Domestic Relations Courts, in our probation system, in psycho-analytical clinics, and a limited number of other special institutions for individualized service.

For the present, however, most persons fail to have opportunity to profit by well-trained individualized analysis, and must discover ways of discovering themselves, or else will almost inevitably fall far short of their own potentials in their business and social lives.

The leisure hours are those in which the individual finds his primary opportunity for growth. His day's work as an employee in a business or industrial organization necessarily limits his activities to tasks more or less routine in type, through which individuality can be expressed at best only in quite limited ways. But if his hours of work are reduced to only eight per day, he has nearly eight hours in addition to his allotment for rest and sleep, in which he can discover and develop his native capacities and interests. In this he needs guidance, for in our cities especially the available opportunities for the constructive use of leisure time are many in number and the nature of their relative merits are little known, or are not readily ascertained. Guidance is needed either from annotated and selected lists of the best of the available opportunities, or, still better, through personal consultation.

In some of our largest cities there are literally hundreds of educational institutions and thousands of available courses of instruction. These are of quite varying merit, and there are likely to be courses good, bad and indifferent, on almost any subject of study which the individual may wish to pursue. It becomes socially desirable, therefore, to establish some sort of clearing house of information with reference to educational opportunities, which will print each year a list of accredited schools and courses, indicating the hours at which the courses are available, the location, special requirements as to membership, the fees and other terms of enrollment. This type of social service is relatively new but is now being performed more

or less well in more than a score of cities. A casual type of information service is doubtless supplied in a large number of other cities through public libraries, community social agencies, Chambers of Commerce, or newspapers, or through two or more of these in combination. Apparently, however, not more than a score of cities are publishing accredited lists, and in many of these cities the institutions listed have not been visited. In many of them, also, the lists may be incomplete, and even in cases where lists are published there may be no provision for individualized study of the applicant's own interests and problems.

One of the pioneers among the educational exchanges was that established by the Prospect Union Association of Cambridge, in 1923. The Prospect Union had previously been operating as a workingmen's college, in which Harvard students served as volunteer instructors. Founded by Rev. Robert Ely and Professor Francis G. Peabody, it developed into an institution with a fine tradition of educational service, and a co-operative educational and recreational life, with unique flavor and quality. It is the prerogative of institutions for social service to cease their work when they find that the service which they render can be accomplished better by some other agency. When the Prospect Union was founded there was distinct need for the type of education which it offered, but with the development of evening courses in the public schools and specialized institutions for industrial education, such as the Franklin Union and Wentworth Institute, and more particularly with the foundation of the Massachusetts system of university extension through the State Department of Education, the Prospect Union found that its service in the original form was no longer needed, for better equipped and better endowed institutions with salaried and highly trained teachers could provide instruction much more efficiently. The question remained, however, How can the wage earner find an evening school which will give him just the type of instruction he needs, and at minimum cost? The Prospect Union Educational Exchange succeeded the workingmen's college, in order to provide an answer to this question. The income from its tiny endowment of approximately $80,000 has been sufficient to provide a modest office, a secretary, a telephone, a file of reports of the educational institutions of Greater Boston, and more important still, the publication of an annual catalogue of 146 pages which lists 2,500 courses in 150 schools, and a supplementary summer catalogue of twelve pages listing summer school courses available in Boston's metropolitan area. The most valuable of all, however, is the consultation service which is available to all who wish to take advantage of it—a service which is, however, supplemented by quite similar service offered by Settlement Houses, some of the large industrial or commercial plants, and school principals, who make use of the pamphlet freely in advising their members, workers or students.

The educational exchange, moreover, occupies a strategic position for constructive research. The recent circularization of 150 schools of Greater Boston listed in the Prospect Union's annual catalogue of educational opportunities of Greater Boston brought reports from 67 institutions. Among the sixty-seven, the evening schools of Boston and its suburbs counted as one institution, and the Massachusetts University Extension system likewise counted as one, although in both of these instances courses were conducted in scores of different centres throughout the Metropolitan area. The enrollment of courses in the frequency of descending order was as follows: The largest enrollment was of physical education, with 33,621; next came commerce, with 23,343; next arts and crafts, 16,170; grammar and high school courses, 10,968; language and literature, 8,067; engineering, 5,349; music, 4,694; law, 4,250; social sciences, 3,577; Red Cross courses, 3,000; dramatics and public speaking, 2,035; science and mathematics, 1,871; unclassified, 1,631; teachers' courses, 687. These figures include the fall and some of the second semester enrollment, but not the summer enrollment, so they are not at all complete for the city as a whole. They are, however, indicative of relative distribution with reference to fields of interest. One is impressed with the amount of interest displayed in business and industrial courses which are presumably taken in order to secure advancement in one's daily occupation, or at least, to improve the quality of one's performance. One is impressed with the large enrollment of courses in physical education which have much merit in increasing personal efficiency and joy of living, as well as physical health and development. It should be remembered, also, that these courses in physical education are exclusive of the Settlement House opportunities, playgrounds and municipal gymnasiums, and other institutions chiefly recreational. The enrollment in courses in economics, social sciences, in the fine arts and industrial arts, and in language and literature is also creditable, though these subjects are still far from reaching more than a small minority of persons who could profit by them. A development of cultural courses which develop sound and original thinking, and of courses which provide a background for cultural life, such as the Outline of History, the History of Science, and the History of Art and Music, could also clearly be done to great advantage.

One of the most interesting developments from summaries of this sort which have been made by the Prospect Union Educational Exchange has been the founding by the Young Men's Christian Union of Boston, of college preparatory courses which

may be taken after working hours by men who have found it necessary to go to work before their high school training was completed, but who are planning to go to college after they have saved up enough money to do so. Instruction in this school is largely of a tutorial nature, sufficiently individualized so that men who have the necessary capacity can make rapid progress. One or two such striking examples of this are on record. One of the most interesting cases is that of a newsboy who, because of exceptional ability and industry and persistency was able to cover more than two years' work in one, in a school of this type, and successfully passed his examination for the Massachusetts Institute of Technology.

A recent canvass of all of the educational exchanges which we could locate by correspondence has shown that they followed three major types, namely those maintained by public libraries, others maintained by Chambers of Commerce, and a third group of educational exchanges conducted by large business organizations such as local units of the American Telephone and Telegraph Company, and the Detroit Edison Company. One additional type is offered by the Adult Educational Council of Chicago, which is unique in that the schools pay for their listing, and clients pay for service.

The best of the catalogues which have been received would appear to be those issued by the local branches of the American Telephone and Telegraph Company. The Southwestern Bell Telephone Company has issued separate educational booklets for Arkansas, Texas, Missouri, Kansas, Oklahoma, and the St. Louis Metropolitan Area. The pamphlet on educational opportunities of Greater New York and Northern New Jersey, issued by the American Telephone and Telegraph Company of New York, is a careful compilation of 135 pages in length constituting a summary of evening and late afternoon courses offered by tax-free and non-profit-making schools and colleges located within the area.

The most comprehensive list issued by public libraries would seem to be that of the Boston Public Library, which classifies its material first by schools and then by courses offered by those schools, and which has a useful index by subject. The number of such catalogues issued ranges from 450 at the Cleveland Public Library to 3,000 by the Boston Public Library. The Prospect Union Educational Exchange, the Albany Chamber of Commerce, and the New York branch of the American Telephone and Telegraph Company each has an annual distribution of about 6,000 copies of their booklet. The only Exchange with a larger list is the Chicago Educational Council which claims to distribute 25,000 copies of their small pamphlet per month. It is entitled "Educational Events in Chicago," and contains a daily calendar of lectures for the month, supplemented by full page, half or quarter page advertisements by educational institutions, all of which are non-vocational, non-professional, non-partisan and non-sectarian in nature.

Many of the educational exchanges have special provision for personal consultation, and the Milwaukee Public Library records that on one occasion as many as 500 applicants in three days were served. The number of personal consultations at the Prospect Union Educational Exchange amounts to approximately 500 per year, supplemented by about 700 telephone calls, by individuals or by employers. The calls by clients are highly seasonal, reaching their peak in late September and early October, with later modal points at January and late April or early May.

Many of the catalogues of the various institutions deliberately exclude profit-making schools, and also schools of business and industrial types. This is especially true of the public libraries. Nevertheless there are many trades for which training can be secured only by enrollment in a profit-making school, or by apprenticeship, at a relatively low wage, in some industrial or commercial institution which makes a business of providing such training. It is difficult to learn to be a barber, or to take up beauty culture, by any other method, and it is an open question whether there should not be some disinterested source of accurate information within the community on the relative merits of such institutions.

For the accrediting of institutions listed, the following method has proved practical:—

1. A visit to the school, which involved notation of evidence of seriousness of purpose, cleanliness, adequate equipment for instruction, attitudes of students, desirability of location, evidence of adequate training of instructors, and similar matters.
2. The records of the Character Endorsement Committee of local Chambers of Commerce on the standards of the school, and the opinions of leading local colleges and universities, and of the Community Chest. It is possible that some of the schools advertising most widely will be least competent to instruct, and the Washington Chamber of Commerce has shown the courage to bring local sub-standard schools, known locally as "Diploma Mills," before the courts, and has secured judgment against them.

We may summarize our discussion on educational changes by saying:—

I. Every citizen should have opportunity to continue the process of self-education through life.

II. Those who have already graduated from high school or from college or university may have had sufficient training to be able to make their own selections of subjects for study and of institutions for further training, or can get the neces-

sary help from the officers of these institutions of higher education.

III. Our wage-earning population who can profit by further instruction either of a business or a cultural type is much more in need of guidance and aid in making their selection among the large range of local educational opportunities, many of the best of which would doubtless otherwise escape their attention.

IV. Educational exchanges should be founded and supported either at the expense of the public treasury, or from disinterested sources, such as endowed funds, Chambers of Commerce, large industrial organizations with high standards of service.

V. If profit-making schools are listed they must first be visited, and their relative merits must be gauged. Only such institutions would be listed as give evidence of being able to provide adequately the necessary elements to conduct the service which they claim to render.

VI. The lists of educational opportunities should indicate the type, length, hours, fees and other terms of enrollment, and the pre-requisites for the courses offered by the schools.

VII. The catalogues should be put in the hands of persons or agencies which serve in an advisory capacity, especially personnel departments of large industrial and commercial establishments, schools, libraries, Chambers of Commerce, Settlement Houses, and other social service agencies, superintendents and principals of high schools, and secretaries of Labor Unions.

VIII. Most important of all, from the point of view of quality of service rendered and ultimate significance, is the provision of personal advising by some person or persons who are familiar with the schools, who have visited them all, who are themselves well trained and possess a profound sense of the importance and responsibility of giving advice which affects the life and development of clients. This service should ultimately be closely correlated with vocational analysis, vocational guidance, and vocational placement, though such correlations have not as yet been extensively effected.

Intranational New Hampshire

By ALBERT E. WINSHIP

NEW ENGLAND is so intensely international that it is refreshing to have New Hampshire heroically demonstrate intranationalism.

Dartmouth College installs as a professor of education William F. Geiger, for twenty years superintendent of Tacoma, Washington, schools, and an aggressively progressive public school leader of the Pacific Northwest.

It is unprecedented intra-professionalism as well as intranationalism for an academic university like Dartmouth to make a school superintendent of the Pacific Northwest a professor of education in New England.

At the same time the State Teachers College at Keene, New Hampshire, brings Dr. C. C. Certain of Detroit for the entire summer course, and Dr. H. A. Brown of Normal University of Illinois for an extended series of lectures on education.

Incidentally it is interesting to note that Dr. Henry Clinton Morrison, professor of education, University of Chicago, and one of the creative leaders in education of the country, was one time state superintendent of New Hampshire.

Dr. Riverda Harding Jordan, a prominent faculty member of Cornell University and professional author of national prominence, went from New Hampshire.

Every president from Eleazar Wheelock has been a record breaker in some worthwhile personal attainment or administrative achievement.

Ernest Martin Hopkins holds public esteem locally and nationally and as steadily as has any of his predecessors.

Dartmouth College has had an unparalleled line of presidents in its 169 years of academic leadership.

New Hampshire has a genuine State university at Durham under the magnetic leadership of President Edward Morgan Lewis.

There are few presidents of State Teachers Colleges in the country with greater achievements to their credit than Ernest L. Silver of Plymouth and Wallace E. Mason of Keene.

No greater compliment could have been paid the public schools of New Hampshire than the prompt, unanimous, enthusiastic selection of Dr. Ernest Warren Butterfield, thirteen years state commissioner of education of New Hampshire, to succeed Dr. A. B. Meredith, state commissioner of Connecticut, when the latter was chosen a dean of education in New York University.

New Hampshire has retained eminent leaders in all phases of public, professional, and academic education. Superintendent Louis J. Rundlett of Concord has been among the public school men of New England with a record of forty-five years as superintendent of the third largest city of the state, and Superintendent Louis P. Benezet of Manchester has had a brilliant administrative record in Wisconsin and Indiana, and is now one of eminent leaders in public education in New England.

Personal and Professional

DR. FRANKLIN B. DYER, after half a century of active life in education, mostly in Cincinnati, has resigned from service in Cincinnati, but will continue to devote much time to writing.

He was for five years superintendent of Boston. He has always been eminently successful, never more than in the last quarter of a century.

ALFRED OSMOND, artistic Shakespearean entertainer and dramatic reader, is professor of Brigham Young University, which is the centre of a group of cities and neighborhoods that have produced more artists, sculptors, musicians, authors and actors than any equal area in the United States. He has attained national recognition as a genius in interpreting the masters in literature, and as a master in the art of captivating audiences with his personality.

W. G. CARR, who succeeds John K. Norton as director of the Division of Research of the National Education Association, has had the best of preparation as assistant director with Dr. Norton. This division of the Association has been highly scientific and eminently serviceable professionally. Dr. Norton has been of inestimable value to the cause of education, and his election to a professorship in Columbia University is recognition of his scholastic attainment and specific achievement in administrative skill.

LOUIS J. RUNDLETT has been superintendent in Concord, New Hampshire, since 1885, salary $5,000. Mr. Rundlett has been superintendent in the third largest city in the state for forty-six years. He is a native of Bedford, New Hampshire, March 14, 1858, and graduated from the Manchester, N.H., High School at nineteen years of age. He graduated from Dartmouth College at twenty-three years of age. He had taught four years after graduating from Dartmouth before he was elected superintendent of Concord. Mr. Rundlett's service to the city, the state and New England has been of as high significance as it has been extensive.

C. L. RANDALL, superintendent, Dracut, Massachusetts, has had a professional experience that we are sure is without a parallel. Eighteen years ago Mr. Randall was elected superintendent of the Massachusetts Union District including Dracut, Tewksbury, Wilmington, Tyngsboro, and North Reading, which was the largest district Massachusetts has had. It was one of the very growthful parts of the state. Fifteen years ago Wilmington was removed from the district. Six years ago North Reading and then Tyngsboro left, leaving Dracut and Tewksbury as his district. Last year Dracut obtained permission of the State Board of Education to withdraw from Tewksbury and elected Mr. Randall superintendent, with tenure, at a salary of $3,000. If there is any other record equal to this, I would like to know of it.

HENRY WHITTEMORE, Waltham, Massachusetts, who died suddenly while attending an official dinner at Dartmouth College on May 6, at the age of eighty-seven, was for twenty-five years superintendent of Waltham, and later was principal of the Framingham State Normal School. He was always prominent in civic and professional affairs in Waltham and educationally in New England.

G. E. DILLE, Chillicothe, Missouri, whose unanimous re-election is enthusiastically appreciated by the public, is serving his sixth year. Mr. Dille had been superintendent of Lewistown and Cameron before coming to Chillicothe, which has been proud of its schools for a quarter of a century.

A. C. MILLAR, Little Rock, Arkansas, editor, The Arkansas Methodist, president of the Home Protective Association, is making an intensive campaign for signatures for a referendum on the ninety-day quick divorce law. Mr. Millar was assistant to the Secretary of the Interior, 1913-14, and is a member of the Federal Reserve Board, 1914-34.

DR. B. S. HOPKINS, professor of inorganic chemistry, University of Illinois, Urbana, is the only American who has ever discovered an "element"—*illinium*. He was born in Owosso, Michigan, September 1, 1873, and was superintendent of Menominee, Michigan, 1901-04. No other American has achieved so much with such a varied professional experience.

ERNEST R. CAVERLY, who will succeed Oscar C. Gallagher as superintendent of Brookline, Massachusetts, in September, is promoted from the high school principalship after one year's service. He graduated from Harvard eighteen years ago, and has been principal of high schools in several cities in Vermont and Massachusetts, always highly popular from every angle. In Brookline he captured the students, faculty, and the public from the first week, which accounts for prompt, unanimous and enthusiastic election to the superintendency.

They Say

ROGER BABSON:—

"More religion is the need of the hour. Nations have been prosperous only when the people have been actuated by a religious faith both by individuals and nations. People should understand that before prosperity can return there must be a renewed interest in the spiritual life, and now is the time when it should be taught in churches, schools, and colleges."

PATTY SMITH HILL:—

"Guidance to be effective must be a leading-on process—a directive measure starting in the child's own sincere, honest point of view, whether good or ill."

JANE ADDAMS:—

"We should get fear out of our hearts in connection with our international relations."

JOHN MASEFIELD:—

"Spoken poetry ought to be as exciting as a football game."

EDSEL FORD:—

"Industry has demonstrated it can more than supply the demand, which naturally will leave a surplus of labor, and at present nothing appears on the immediate horizon which can absorb this surplus."

CHARLES F. THWING:—

"Is (1) the college a federated republic of departments, or (2) is the college a government with a cabinet in which the president is the chairman without a portfolio, or (3) is the college a government of a parliament with a speaker?"

NEWTON D. BAKER:—

"When men really have something worth while to think about they do not think of irrelevant and immaterial things."

MRS. THOMAS A. EDISON:—

"The trouble with people today is that they demand too much luxury."

ALBERT EDWARD WIGGAM:—

"The old-age problem is looming bigger and bigger on the horizon of every civilized nation."

SIR THOMAS LIPTON:—

"If a business man cannot laugh he has no right to get rich."

THOMAS A. EDISON:—

"It feels fine to be eighty-four."

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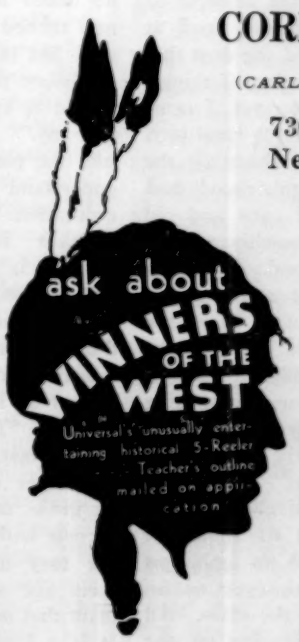
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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Beginnings and Endings

As I rode swiftly on towards the great city I looked out through the grimy car windows at the countryside, admiring its freshness and clean beauty as it sparkled under the early morning sun. I sped past a noble hillside. I saw it slope up in long brown steps, like the approach to a mighty temple, where the clouds rolled up their turrets and minarets of glistening silver. The long brown steps were the furrows of a field. At the end of the farm I saw the horse straining at the plow, as he furrowed out another step. I saw the man following, with his strong fingers over the handles of the plow. I could fancy the man's feet sinking into the soft dirt, and I could fancy the clean dust on his sweaty face and over his hands and arms. Here, thought I, is the kind of dirt that we find at the beginning of things. It is the wonderful materials of earth taking shape under the creative fingers of man. Out of it shall spring the green sprout and the blade and the stalk and the leaf and the flower and the fruit of the things that shall nourish the body while the soul journeys on in its long quest for spiritual wealth. Wherever we find men toiling we find them grimed with the earth that lies at the beginning of things. They are soiled with the dust in which all creation has been clothed from the beginning of time. Star dust, or dust of the wind-swept field — it matters not, for under the magic spell of the fingers of God, both become in the course of the ages the garment of life. Let no man, therefore, scoff at the dirt and the grim and the dust that whirls close to the beginning of things. As the train sped on, however, I came to a run-down section of the great city. I passed an alley into which all the refuse of a poor neighborhood had been cast. Bottles and cans and old shoes and pieces of machinery and papers flapping in the wind. The body of a dead cat lay silent at the alley's very end. Here, thought I, is the other kind of dirt. The kind that we always find at the endings of things. Here is no creative purpose surging up for expression in fruit or flower. Here are no plans in the making, no beautiful thought rising out of the earth with the mantle of glorified dust sweeping grandly from its shoulders. Here are no hopes and no ambitions and no aspirations with eyes on an ideal traced out beyond the stars. All this has a very direct bearing on our daily lives. It matters much whether we deal with the dust that is found at the beginning of things, or whether we deal with the dirt that is found at the ending of things. I imagine a pair of hands, grown dirty today chopping wood and carrying coal for a tired mother, are pleasant hands in the sight of God, but that the same hands lose the lustre of the creative earth when the task is done and the dirt permitted to remain.

The Plowman Who Had Lost His Reputation

There was once a despised plowman who rose early and plowed his field. Back and forth he went, straining at the handles of the plow till the dark earth lay in beautiful ribs across the acres of his field. Then, in the early morning, he harrowed what he had plowed until the field was smooth and dark and mellow, and ready for the seed. In the afternoon he prepared the long drills, and then went home to gather together the seed that was to yield the harvest. But when he opened his bin, behold, the precious seed was covered with a green mold that had destroyed its life. "Now," said the plowman, to himself: "I am in a hard way, for without seed I shall be reduced to hunger, and shall have to buy my bread. I know what I shall do. I shall borrow seed of my brother." So saying, the plowman went to his brother, and asked for seed. "Once before," said his brother, "I lent you seed, and you repaid it not. I cannot lend you more." "I shall go to my neighbor," said the plowman, but when he asked his neighbor for seed, the man turned away, saying: "I have good seed, but in the hands of an evil doer, perchance the harvest from it may be turned to evil uses. So I cannot lend you any." "I shall go to a stranger," said the plowman, who now began to understand what it means to lose a reputation. But when he asked the stranger for seed, the man said: "Where is your gold? I have heard evil of you, and I would be a fool to trust my seed into your hands." Then the plowman sat by the wayside in despair, and an old man came by and looked at him, and inquired into his sorrow. "There is but one way," said he, at last. "Go home quickly and look over what seed you have, grain by grain, until you have found a few kernels with life in them. Plant these, for they are honest seeds; care for them and save the yield, and in turn plant that until your bins are full again. It is a long, hard task, and you will hunger at it, and your eyes will often be filled with tears, but you can accomplish it if you have the will. Expect little, but work justice and your harvest in the years to come will be ample for your needs." When he had gone the plowman rose up and searched his bins, and found one measure of seed that had life in it. This he planted carefully in spots where the earth was rich, and the sun warm. From its yield he received ten measures. This in turn he planted with care, and from its yield received a hundred measures. As he stood looking at his hundred measures, his brother came to him and said: "Now I see that you have worked justice, and have rid yourself of the blight that destroyed your seed. Come and sit down with me at my table, and let us eat together." And when the plowman came to his brother's table he found there his neighbor and the stranger and the old man, and they welcomed him into their midst.

The Lie—I

The philosopher drew his tattered robe about him, and sat down on his soap box in the marketplace. His silver beard gleamed gloriously in the bright sun, and his long, pointed nose made a shadow on his right cheek.

"It is not the things of this earth that are the measure of the distance that we go," said he, "but the leap of the soul, the sudden swoop of the great inner life that lifts wings that it knew not that it had, to soar towards God.

"There was once a vast desert in which the hot wind blew, and the live sand scurried before it ceaselessly day and night. There was no water in that place, and no shade and no living thing, except two men who came towards each other on staggering feet.

"Now, one man was a merchant, who all his days had made shrewd deals with his neighbor, taking thus to himself much of his neighbor's goods, and yet before the law he was justified. This man bore on his person jewels of a great price. Three days now had he wandered since he had lost his brethren in a great storm; and the other man was a robber.

"'Have you water?' cried the robber, as he came near.

"'Plenty for me,' said the merchant, 'but not enough for two of us. Pass on!'

"'Give me the water,' said the robber. To enforce his command he drew out his curved knife, and scowled hideously. 'And give me, also,' he said, 'the precious things that you carry, your gold and your silver and your jewels of great price.'

"Then the merchant fell on his knees

in the sand, and begged, not for his riches, but for his life.

"'Let us divide the water,' he prayed. 'In that way we may both escape. If you take all, I shall die before the sun sets.'

"'Nonsense," said the robber. 'The water you have will scarce carry one of us to the nearest well. Assuredly, you speak truly. One of us shall die.'

"So saying, the robber took away the merchant's riches, and his water, and prepared to depart. In despair the afflicted man sank down into the white sand, and buried his face in his hands.

"'There is a little child,' he wailed, in a loud, thin voice, 'who expects me in a distant place. She has just begun to live. The rose in the garden is not more fair than her beautiful soul. I can see her, in the days to come, falling into evil hands, and sold, a slave, on the great auction block. Woe to me and to her.'

(To Be Continued.)

The Lie—II

"As he talked, the robber listened. A memory came fleeting on his soul like a butterfly driven by a black wind. His eyes softened, and he turned back to the fallen man.

"'You say there is a little girl who waits your coming?'

"'A beautiful little girl,' cried the merchant, 'who knows nothing of this cruel world.'

"'I once had a little girl like that,' said the robber. 'She was very beautiful and very frail, and she withered in this desert and passed on, and I stood by and could do nothing to stop her going.'

"'Then you know the feeling of a father,' said the merchant.

"'Too well,' said the robber, 'for my own good.' As he spoke he went over to the fallen man.

"'Here,' he said, in a low voice, 'here are your goods and your water, also. Arise!' And when the merchant had gained his feet, the robber pointed the way to the distant city, and bade him go.

"That night the robber lay on the vacant waste under the blue stars. He was athirst, and yet wore a soft smile, and his eyes saw a little girl clad in white, reaching her arms around her father's neck.

"That night, also, the merchant lay on the vacant waste, a day's journey still from the city of his choice. He, too, looked up to heaven as he rested, but in his eyes was the crafty look of him who searches in the slime for things. He laughed aloud.

"'It is well, sometimes,' said he, 'to have a fertile mind. The fool! Had he been a filcher of thought instead of purses, he would have known that there was no little girl.'"

The philosopher sighed as he finished his tale, then took up his soap box, and wandered on.

Prince of the Strong Heart

The Prince of the Strong Heart looked upon the wreck of his beautiful bridge with sorrowful eyes. "Alas," he cried, "three times have I built it up, stone by stone, and three times has my enemy, the world, shattered it to bits. However, because I wish to lead my people to the new country where milk is plentiful and honey to be found in every hollow tree, I shall build up my bridge again." So saying, the Prince of the Strong Heart fell to work once more. "The first time," he reminded himself, "I failed because I did not lay the foundations deeply enough. The flood descended, and washed all my work away. The second time I failed because I did not use materials that would stand the weather. The frost came and chipped away the pillars and destroyed the whole. The third time I failed because of lack of knowledge, for I had made the beams too weak to support the vast weight I laid upon it. With experience I have grown wiser. I have laid my foundations on the very rock of all true things. I have used the right materials, and I have gained the priceless knowledge concerning the way one thing in life depends upon another. This time I shall not fail." As the prince spoke he labored, and at the end of a year saw his bridge nearly done. It was a beautiful structure that spanned the flood with a graceful arch, and seemed strong enough to bear the weight of the world upon it. Long strands of cable woven of a million wires of human endeavor hung across the great piers, and sagged over the roaring flood bearing beneath them the sturdy roadbed of the bridge itself. These great cables were the pride of the prince's soul. "Behold!" he cried, as he looked at them, "the thoughts and deeds of a million men are woven into their making, the gold of their thinking, and the silver of their high purposes, and the steel of their wills, and the iron of their strong determination. No matter what the burden that passes on this bridge the mighty cables will support it safely for all years to come." And as the prince spoke he followed with his eye the great cables to the bridge's end, and saw them rise over the massive piers of human experience, and bury themselves in the earth beyond. "They are anchored," said he, "to the very earth itself. They are clamped to the solid rock of life with the great cement of human brotherhood." The prince gave the signal, and the load of the world's progress began to roar across the bridge. The structure trembled, the great piers felt the pressure of the huge cables. The cables themselves stiffened and stretched, but held fast. The traffic of the world reached the middle of the bridge. Flags were flying, and people shouted their approval. Suddenly, with a dull roar, the bridge sagged. "The cables are breaking," screamed the mob, but not a cable snapped. "The piers are sinking," yelled the mob again, but the granite piers stood as before. "Woe is me," cried the prince. "The solid rock to which the cables are anchored is being torn from the foundations of the earth." As the prince cried out, the cables burst away from their anchorage in the rock; the piers tumbled under the strain, and the bridge roared with the terrible cries of a doomed people into the boiling flood below. At that instant the prince bowed his head in sorrow, and a voice spoke to him coming up through his soul like approaching thunder: "There is no anchorage in the earth for the mighty span of the bridge you build. Because you have trusted in the muscles of men and the sinews of iron and steel and the strength of rocks, you have brought only misery and failure to the kingdom of the soul. Build again, O Prince of the Strong Heart, but set your anchors in the living God, and cement them with the everlasting mightiness of faith."

Smoke

I have walked in summer meadows,
where the sunbeams flashed and broke,
But I never saw the cattle or the sheep
or horses smoke.
I have watched the birds with wonder,
when the world with dew is wet,
But I never saw a robin puffing a
cigarette.
I have fished in many a river, where
the sucker crop is ripe,
But I never saw a catfish puffing at
a dirty pipe.
Man's the only living creature that
blows where he goes,
Like a blooming traction engine,
smoke from mouth and nose.
If God had intended he'd smoke, when
he first invented man
He would have built him on a widely
different plan
He'd have fixed him with a stovepipe,
and a damper and a grate,
And He'd have had a smoke consumer
that was strictly up to date.

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The BOOK TABLE

THE PSYCHOLOGY OF THE ELEMENTARY SCHOOL. By Harry Grove Wheat, Marshall College. Cloth. 440 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Dr. Wheat has created a new range of psychological approach. While his first chapter is on "Learning and Teaching," and the final chapter is on "The Psychology of the Pupil's Behavior," the body of the book is on "The Psychology of School Subjects." The least space is given to the psychology of handwriting, thirty-one pages, and the most to the psychology of social science, 117 pages.

Dr. Wheat has a professional and literary personality which is sure to make him famous as a writer on education. We quote a few stray sentences:—

"The curriculum is a body of ideas in the mind of the teacher. Separated from the teacher, a 'curriculum' is not a curriculum." That is really worth the price of the book.

"Attention to the child may cause one to forget the subject; attention to the subject impresses the importance of the child." This is really a wonderful sentence.

"To a pupil any solution of a problem is satisfactory so long as it bears the stamp of authority of the book in hand of the teacher."

"A word, whether spoken or printed, which is not freighted with an idea, is not a word. It is just a meaningless sound, or a meaningless sign."

STORYLAND. Book Four. Edited and graded by Claudia M. Parker, Detroit; Margaret Free, Chicago; Harriette Taylor Trumbull, Chicago. Illustrated by Dorothy Handsaker. Cloth. 383 pages. Evanston, Illinois; New York, Philadelphia, San Francisco: Row, Peterson and Company.

The Storyland Readers are as distinct a creation as though there had never been any school readers until now. Book Four of Storyland Readers is as important a factor in the literature of boys and girls of the normal age of seven and eight as it is that they adapt their clothing in April to their location in Louisiana or Montana.

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The Storyland Readers have mythical legends from the ancient classics, selections from the English classics, the American classics and some of the really worth-while literature of the twentieth century.

There is a marvelous sense of proportion, especially in Book Four. It is one of the recent literary virtues that Robert E. Lee is presented as one of the famous presidents of West Point Military Academy and the most famous president of Washington and Lee University.

A PREFACE TO LITERATURE. By R. R. Greenwood, Worcester High School. Cloth. 110 pages. New York: The Macmillan Company.

A teacher of English from the seventh to twelfth grades should be required to read this book. It is of high professional value.

Nowhere can there be found in a hundred pages so much that every teacher of English should know discriminatingly, as one cannot fail to know who will read this book with care, and no teacher of English can read this book carelessly.

Personally it would have been little short of tragedy had I not enjoyed the reading of "A Preface to Literature."

MATHEMATICS FOR JUNIOR HIGH SCHOOLS. By Leo J. Brueckner, University of Minnesota; C. J. Anderson, University of Wisconsin; G. O. Banting, superintendent, Waukeska, Wisconsin; Laura Farnam and Edith Woolsey, of Minneapolis. Three books. 370 pages each. Philadelphia, Chicago, Toronto, Atlanta, San Francisco, Dallas: John C. Winston Company.

These three books are the most heroic attempt that has been made to revolutionize the science of education through the creation of the junior high school, and the extent to which it succeeds will be of the utmost importance.

Personally I am immensely interested in every educational experiment until it becomes a demonstration.

For more than sixty years I have wanted some publisher to dare to make an arithmetic with problems that had never been in any arithmetic before, and would never be in one thereafter.

Now for the first time there are school arithmetics with 1,200 pages, for grades seven, eight and nine, in which there is no problem that could have been solved before, and can never be solved again.

Here are 1,200 pages of problems with prices of each day, and I shall be interested to see what will happen to traditional mathematics.

I have no opinion to express.

There were arithmetics in use, to my certain knowledge, with the same prices for various commodities from the fifties to the eighties. I protested against using the same price for five years, when an article that could be bought for $1.24 this year would have cost $3.12 five years before.

The mathematicians insisted that arithmetically there was no difference between one-fourth of $3.12 and one-fourth of $1.24. They insisted that it was mathematically demoralizing to have a pupil think of the real price of anything.

WORKBOOK IN VOCATIONS. By William Martin Proctor and Charles Gilbert Wrenn, both of Stanford University, and Glidden Ross Benefield, Sausalito, California. (8 by 10 inches.) Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

No schoolbook publisher can withstand the pressure of the workbook service. It is not easy for the more classical of the textbook publishers to accept what they regarded as a pad mania, but it is irresistible. There is no subject that does not find the workbook convenience invaluable. A Vocational Workbook sponsored by Leland Stanford, Jr., University and Sausalito is an interesting confession that even a masterful treatise on choosing a vocation can be greatly aided by having a real workbook in the hands of each student.

VITAL ENGLISH. Advanced Book. By C. Ralph Taylor, Boston Public Latin School. Cloth. 418 pages. Chicago, New York: Laurel Book Company.

Everything in this Advanced Book expects the youths who use it to enjoy thinking why sometimes a word is an adjective and sometimes an adverb, and why it is good usage to have a word sometimes used in one way, and sometimes in another way.

This Advanced Book expects the students to want to know how and why to write, spell and punctuate correctly. It is a remarkably attractive and helpful book, helpful for the teachers as well as for the students.

Books Received

"Motion Pictures and Lantern Slides for Elementary Visual Education." By Brown and Bird. New York City: Lincoln School of Teachers College, Bureau of Publications.

EDUCATION IN ACTION

Too Much Experimenting With Education

European Woman Educator Finds in Her Tour of This Country That Young People Have Smattering of Everything

There is too much experimenting with education, both in Europe and this country, according to Dr. Erna Patzelt, professor of medieval history and medieval and modern social history of the University of Vienna, who has been here as the guest of the American Association of University Women for a brief visit before returning to Austria.

Dr. Patzelt has been spending the last six weeks upon an extensive tour of schools and colleges throughout the East and the West, where she has been lecturing upon the activities of the International Federation of University Women.

As president of the Austrian Federation of University Women, and member of the committee on intellectual co-operation of the International Federation of University Women since receiving her doctorate of philosophy from the Viennese University in 1918, Dr. Patzelt has shown active interest in educational methods and the promotion of better international understanding, which she believes is greatly assisted by personal contacts between teachers and students of the different nations.

"Not only is there too much experimenting done with education," she said, "but I think that many things are taught in schools that should be taught in the home. Young people nowadays seem to have a smattering of many things, but they never seem to be thoroughly grounded in any one subject."

"I think that one of the best methods of promoting international good will and understanding," she continued, "would be an increased international exchange of teachers of the secondary schools."

"But the people sent to other nations," she added, "should first know their own country well."

Foresees Schooling As Lifelong Process

Schools and colleges twenty-five years hence will be widely different from those of today, Morse A. Cartwright, director of the American Association for Adult Education, declares in his annual report. "The feverish task of attempting in a few years to cram facts enough into a child's head to last him for a lifetime by then will have been abandoned," Mr. Cartwright said. "The synchronization of the school system with adult life experience will profoundly alter the entire fabric of the formal educational system."

Urges Fewer, Stronger Religious Colleges

The Presbyterian Board of Christian Education declares that the day of denominational emphasis in education has passed. "Our denominational institutions," the board said in its annual report, "are not propaganda agencies in behalf of this or that particular sect. Rather, our colleges are set in this or that area to give youth a higher education under Christian auspices." The report, which is being presented to the Presbyterian General Assembly at Pittsburgh, emphasizes the importance of religious colleges, and suggests the consolidation of such institutions in some districts as the best method of strengthening them.

Educator Assails Critics of Schools

Before more than 800 members of the School Garden Association of New York, all faculty members of various public schools in New York City, Commissioner of Education Louis S. Posner praised the work of the association, and congratulated the members on the progress made in stimulating horticultural interest among public school children. Mr. Posner also referred to the work of the Board of Education, saying he was happy to be a member of it, and belittling critics who attempt to detract from its achievements. "Here is an organization," he declared, "which spends $200,000,000 a year, and the worst that can be said of it are things of a purely political and partisan nature, and I resent it."

Teaching Is Favored By Barnard Seniors

More than a third of 232 Barnard College seniors who will receive their degrees in June, or at the close of the summer session, intend to take up teaching, figures released by Miss Katharine S. Doty, head of the college occupation bureau, showed. Only four girls admitted they expected to marry and do no professional work. More than twenty-five prospective occupations were listed. Commenting on the list, the Bulletin, undergraduate biweekly, said that only six students have definite positions assured, and that the preference for teaching was in line with the trend of past years.

American Foundation At Paris Self-Supporting

The American Foundation of the Cité Universitaire in Paris is now on a self-supporting basis, according to J. R. Bacher, director of the council of administration. The American building opened last year, on April 28, just before the school year, and so ran a deficit for the first few months. It began to pay expenses thereafter, and is now entirely on its own. The operating expenses are all taken care of by the income from the newly-founded institution. The American students living in the foundation building at the present time come from 123 different American colleges and universities, and represent nearly every state in the union.

Book "Borrower" Pest Becomes "Booksneaf"

A new word, "booksneaf," defined as "the pest who borrows your favorite books and does not return them," has been added to the English language as the result of a contest held by the Book Publishers Research Institute. A committee of three judges, J. C. Grey, Harry Hansen and Burton Rascoe, selected "booksneaf" from thousands of suggestions offered as the official designation for booklovers of predatory inclination. The committee advances the following definition of the word for use in dictionaries: "Booksneaf, a person who habitually borrows books from friends; a victim of the pernicious habit of carrying away books from homes and libraries of friends, and even casual acquaintances." The new word was suggested by Paul W. Stoddard, of the department of English of the Bulkley High School, Hartford, Conn. The award is a library of fifty books.

Lauds College Girls of America

Professor Winifred Cullis, of the University of London, prior to returning to her own country, expressed a great admiration for the American college girl, at her best. "I do think," said Dr. Cullis, "that the American

college girl at her best is one of the most delightful human beings I have ever come across. She has charm. She has a certain savoir faire, or social training, difficult perhaps to describe, that commands admiration, and she has learned to run things." Dr. Cullis paid tribute also to the girl students of England. She feels that in her country a better selective system exists. "I will not attempt to compare the American college girl with our women in higher education," she said, "because your system and ours are so different. What we call schools in England give the type of training, generally speaking, that is given in your American colleges, and what we speak of as colleges really give what, in the United States, would be called graduate courses."

"Bootlegger" First In Community Topics

How large the bootlegger looms in the eyes of American Children was pointed out by Commissioner William John Cooper, of the United States Office of Education, in his speech before the National Congress of Parents and Teachers at Hot Springs, Ark. He cited findings by Dr. W. H. Burton, of the University of California, as to the actual knowledge children have of community activities before they begin to learn about them in school. The fifteen items of community life best known to all children, regardless of economic or social status, it appeared were, in order of rank: Bootlegger, divorce, sheriff, juvenile court, bail, jury, mayor, election, polling place, ballot, taxes, insurance, bank, rent, bank deposit. Modern cities, the commissioner asserted, must face the question of whether their influences are to be made to "stimulate growth or to plant the fungi of social decay."

Phonetic Spelling Leads to Trouble

Turkey boasts of being the European nation with the simplest orthography. She can as well claim to be that of the greatest anarchy in the spelling of names, writes the Istambul correspondent of The London Sunday Observer. When it was decided to introduce the Latin script, the principle was laid down that every word should be written as it is pronounced. So far as Turkish proper nouns and their use within Turkey were concerned there was no harm. The trouble began with the use of Turkish proper names abroad, and that of foreign ones in Turkey. As the phonetic transcription of proper nouns into Latin letters has made them lose their individual character, hardly any one is really particular about the correct writing of names. For instance, Ahmet, with a "t," is the correct spelling, but many, transcribing it from the Arabic, write it carelessly with a "d." Thus it happened to a Turkish journalist, traveling in France, to lose hours in cashing a check, just because it was made out to the order of Ahmed, while his passport showed him to be Ahmet.

Classroom Turned Into "Radio Station"

A microphone, even if it is only a wooden reproduction, is improving the enunciation and recitations of eighth-graders in the Wendell Phillips Junior High School of Minneapolis. The "mike" is the centre of activity during recitation hours. An "announcer" takes charge of the "program," and the formalities of a regular broadcasting station are observed in the class hour. Since the "broadcasting station" has been installed, teachers find a distinct improvement in class work.

Northwestern University Plans Huge Expansion

An $89,000,000 expansion program for Northwestern University was outlined at a recent banquet by President Walter Dill Scott. "Within the next ten years the Evanston campus probably will be extended into Lake Michigan for a quarter or a half mile, with a lagoon east of the campus and beyond the lagoon a public work, landing field for airplanes, and a boulevard," Scott said. He also announced plans for establishing a school for aeronautical and radio instruction.

China Asks League To Send Professors

The Ministry of Education of the Chinese National Government, in its attempt to infuse the best of western culture into China, has approached the League of Nations to establish a permanent system of exchange professorships between Chinese universities and European institutions. The present system initiated by private colleges in China with American universities has proved successful. Wu Chih-hui, Chinese member of the League of Nations Cultural Committee, is to go to Europe to negotiate for the exchange. It is proposed that the league should send three professors, in geology, history and English, to the Central University at Nanking. These professors would receive a monthly salary of $320 (Mexican). When further arrangements have been made, Chinese professors will be sent to lecture in European universities.

Says Schools Fail To Treat All Alike

Addressing a meeting of about 1,500 teachers, principals and supervisors of more than sixty junior high schools of New York City, at the junior high school conference, Professor Thomas H. Briggs, of Teachers College, Columbia University, declared that "our secondary and high school education is still, despite our profession of democracy, highly undemocratic." While we avow strong disapproval of an aristocratic system of secondary education, and profess to supply an equal opportunity for all," he said, "we do no such thing." "There is abundant objective evidence that higher education is severely selective," Professor Briggs said. "Although every citizen must pay taxes to support our high schools, the programs offered are appropriate and profitable to only a relatively small fraction of youth. What will happen when taxpayers realize that secondary education, as now conducted, is an extravagant luxury rather than a wise investment paying assured dividends in youth made better able and better disposed to contribute to happier and more effective living?" Charging that there was a "tragic waste in secondary schools and colleges," he told the teachers and principals that the more he reflected on "the dissipation of public funds and the deluding misdirection of so large a part of the activities of youth, the more I am convinced that the junior high school, properly organized and directed, is the potential solution of the problem."

German Studies For Foreigners

A total of sixty courses for foreign students have been announced by twenty German universities for this summer. The studies will include German language and literature, history and art, as well as excursions to various historical points. Among the institutions offering the courses are the Universities of Berlin, Bonn, Dresden, Heidelberg, Hamburg, Jena, Kiel, Koenigsberg, Munich and Munster.

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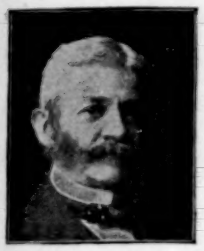
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Opposes Action on Waiving Tenure Right

The question whether a school may waive the right of tenure of employment was argued recently before Ernest T. Cole, counsel to the New York State Education Department, on an appeal of Victor H. Boyd, principal of the Salamanca (N. Y.) High School, from a notice that his teaching contract would not be renewed. Decision was reserved. It was set forth at the hearing in Albany that Mr. Boyd, a year ago, waived his tenure right when the Salamanca Board of Education permitted him to sign an employment contract for the school year 1930-1931. His attorney, Henry P. Nevin, of Olean, argued that Mr. Boyd could not foreit his tenure right, and he quoted a ruling of the Education Department to sustain his position. J. M. Seymour appeared for the Salamanca Board of Education. Under the tenure provision of the education law, a teacher after three years of service can be removed only for sufficient cause. Mr. Boyd is completing his third year as principal of the Salamanca School.

Feelings in a Child Deserve Consideration

The cultivation of right feelings was accorded a leading place among the duties a school owes the children in its care, by Dr. Rollo G. Reynolds, principal of Horace Mann School, Teachers College, Columbia University, in an address at the convention of the Association for Childhood Education, held in Cleveland, O. He said: "In the last analysis it is what the individual feels in his innermost soul that distinguishes one individual from other individuals. Attitudes — correct attitudes, desirable attitudes, helpful attitudes—constitute the essence of the personality. These feelings of the soul influence in large degree the effect of the knowledge which one possesses, the habits of work which one acquires by activity, the results of one's thinking when one endeavors to decide issues. The wholesome development of the individual is aided very much by work on special projects. If the child seems depressed, then the skillful instructor or the parent will endeavor to discover the cause of the depression, and seek to evoke from the child those beautiful natural qualities with which each individual's soul is endowed by the Creator. In the development of his attitudes the child should be led into a sympathetic understanding of the great significance of the power of the Creator as this power reveals itself in the life processes of nature."

Struggling Seminary Appreciates Bequest

The $12,000,000 bequeathed by the late Miss Ella Wendel, of New York, to the Methodist Theological Seminary of Nanking, China, has put new life into the institution. Before it received the bequest the seminary was a little mission school struggling to get along under its own momentum, and having a hard time meeting expenses.

College Forbids Study In New Reading Room

A "browsing room," where study is forbidden, but where students are encouraged to read for pleasure — and smoke if they wish — recently was opened at Hamilton College, Clinton, N. Y. The purpose of the new unit is to acquaint the undergraduates informally with the best writers of all times, so that the reading of good books may become a habit and a common means of recreation.

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GRINS BETWEEN GRINDS

Possibly So

Her Second Husband—"No, I can't go out with you this evening. I have some work to do at the office."

Mrs. Pstinger—"You've neglected me shamefully ever since we've been married. If my first husband was alive you wouldn't dare to treat me so."

A Mean Trick

Small Boy—"I don't think the gentleman next door knows much about music."

Mother—"Why?'

Small Boy—"Well, he told me this morning to cut my drum open and see what was inside it." — Birmingham Gazette.

Proof

Casey (after seeing Riley fall five stories)—"Are yez dead, Riley?"

Riley—"Oi am that."

"Shure, and ye're such a liar Oi don't know whether to believe yez or not."

"An' that proves Oi'm dead. Yez wouldn't call me a liar if Oi wuz alive."—Bystander.

Catty!

First Gossip—"They say every cent her husband makes goes on her back."

Second Gossip—"Well, he must be out of work judging by what she had on at our club party last night."—Capper's Weekly.

Charity Begins at Home

Bessie had a new dime to invest in an ice cream soda.

"Why don't you give your dime to the missions?" asked the minister who was calling.

"I thought about that," said Bessie, "but I think I'll buy the ice cream soda and let the druggist give it to the missions."

Meetings To Be Held

MAY

25-28: American Association for the Study of the Feeble-Minded, Secretary H. W. Potter, 722 W. 168th Street, New York City: New York City.

25-29: National Congress of Parents and Teachers of California, secretary, Mrs. Vesta C. Muehleisen, 407 Southern Title Building, San Diego: San Francisco, California.

JUNE

14-20: American Association of Visiting Teachers, Secretary Emilie Rannels, Stevens School of Practice, 13th and Spring Garden Street, Philadelphia, Pennsylvania: Minneapolis, Minnesota.

15-18: American Federation of Organizations for the Hard-of-Hearing, Secretary Betty C. Wright, 1537 35th Street, Washington, D. C.: Chicago, Illinois.

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

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29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

29-30: National Education Association, Department of Science Instruction, Secretary E. E. Edwards, Board of Education, Los Angeles: Los Angeles, California.

BOSTON PUBLIC SCHOOLS: The 1931 examination for admission to The Teachers College of the City of Boston, Latin and Day High Schools, and the Training School for Teachers of Mechanic Arts will be held this year as follows:

THE TEACHERS COLLEGE OF THE CITY OF BOSTON. For the regular four-year college courses open to high school graduates who have completed the preparatory course: From Monday, June 1, to Saturday, June 6, inclusive, at The Teachers College of the City of Boston, on Huntington Avenue, near Longwood Avenue.

All candidates are required to report for registration and conference on Monday, June 1, at 9 o'clock A. M.

LATIN SCHOOLS: (For admission to the Six-Year Course): On Friday, June 5, and on Wednesday, September 9, at 9 o'clock A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington Avenue, near Longwood Avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the Examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools, will be examined only on September 9, at the place, and in the subjects indicated under High Schools, below. (See NOTE below).

HIGH SCHOOLS: — NOTE: — EXAMINATIONS FOR ADMISSION TO THE HIGH SCHOOLS AND TO THE FOUR-YEAR COURSES IN THE LATIN SCHOOLS WILL BE HELD ON THE DAY IMMEDIATELY PRECEDING THE OPENING OF SCHOOLS IN SEPTEMBER.

ACCORDINGLY, the 1931 examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on **WEDNESDAY, SEPTEMBER 9, 1931.**

Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington Avenue, near Longwood Avenue. The subjects of examination will be: English Language (including Reading, Writing and Spelling, Grammar and Composition); History and Civil Government of the United States; Geography; Arithmetic.

THE TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS: The examination for admission of students to the one-year and two-year courses in the Training School for Teachers of Mechanic Arts will be given on Saturday, June 6, in the Parkman School, Broadway, between B and C Streets, South Boston, beginning promptly at 9 o'clock A. M.

For full particulars in regard to the above examinations apply to the Board of Examiners, 15 Beacon Street, Boston, Mass.

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